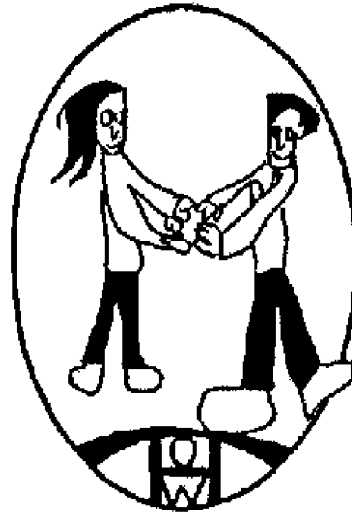


Howbridge Infant School



Accessibility Plan 2024-2026

This accessibility plan must show how school access will be improved for pupils/students, staff and visitors with disabilities. It anticipates the need to make reasonable adjustments wherever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they:

- Have total access to our setting's environment, curriculum and information and
- Have full participation in the school community.
- Are treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
 - Not to treat pupils with a disability less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality

- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for Pupils with a disability to the School Curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving Access to the Physical Environment of the School

This includes improvements to the physical environment of the school and physical aids to access education.

Improving the Delivery of Written Information to Pupils with a disability

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Financial Planning and Control

The headteacher, SLT and the Resources committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act - Statutory				
Accessibility Outcome	Action to Ensure Outcome	Responsibility	Time Frame	Success Criteria
Publish and promote the equality plan through the school website, newsletter and staff meetings	Website is audited to ensure statutory compliance. Inform parents through the whole school newsletter. Inform staff through team meetings	HT/DH	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating displays. Parents are aware of the Equality Plan
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body/Local Authority on a termly basis	HT/DH/GB	Ongoing	Teaching staff are aware of and respond to racist incidents. Consistent nil reporting is challenged by the Governing Body.
Ensure all job descriptions make reference to equal opportunities, disability access and discrimination	All job descriptions to be reviewed to ensure that they contain a statement from the Governing Body concerning its commitment to compliance with the equal opportunities act and discriminatory acts including gender, race, age and disability	HT/DT	End of Autumn term	All job descriptions to be re-issued to staff to ensure staff are aware of their responsibilities
Ensure all curriculum and HR policies are linked to the equality act and disability access and discrimination	In line with the Policy Review Schedule all policies to be updated to reflect these statements	Subject Leaders HT/DH	Ongoing	Access to all aspects of school life for all pupils
Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Increase in pupil participation, confidence and positive identity – monitor through PSHE	PSHE Lead/HT DH	Ongoing	More diversity reflected in school displays across all year groups
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school, for example through class assemblies, fund-raising, school councils	Ensure representation on all school councils is monitored by race, gender and disability	Council Leaders, Subject Leaders	Ongoing	Diversity in council memberships, selection to attend sporting events, librarians etc.

Access to the Physical Environment - Statutory				
Accessibility Outcome	Action to Ensure Outcome	Responsibility	Time Frame	Success Criteria
The school is aware of the access needs of pupils with a disability, staff, governors, parent/carers and visitors	To create access plans for individual pupils with a disability to ensure that they are part of the One Plan process when required	SENCO	As required	One Plans are in place for pupils with a disability and all staff are aware of pupils' needs
	Be aware of staff, governors and parents' access needs and meet as appropriate	HT	Induction	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter/letters	HT	Annually	Parents have full access to all school activities
	Consider access needs during recruitment process	HT	Recruitment Process	Access issues do not influence recruitment and retention issues
	Ensure staff aware of Environment Access Standard	All Staff		
Layout of school allows access for all pupils to all areas	Consider needs of pupils with a disability parents/carers or visitors when considering any re-design Ramps attached to two classrooms in KS1 to facilitate access and egress. Rooms can be adapted to facilitate specific medical needs for children if required including changing facilities, storage of specialist equipment, and the location of temporary hoists, wheelchairs for example. The library has been re-designed with disabled access in mind to ensure that book shelves are at an accessible height.	HT/GB/SENCO	As required	Re-designed buildings are usable by all

Ensure access to car park, reception area to all	Designated car parking spaces available for staff/visitors/parents with a disability. Control panel to main reception doors allows entry for wheelchair users	Office Manager Office Manager	Ongoing	Parents/carers/visitors with a disability feel welcome and can access the building
Improve signage and external access for visually impaired people	Yellow strip mark on edges of steps or slopes	Headteacher	Ongoing	Visually impaired people feel safe in the school grounds
Ensure all pupils with a disability can be safely evacuated	Put in place Personal Emergency Evacuation Plans (PEEPS) for all pupils with difficulties. Develop a system to ensure all staff are aware of their responsibilities	SENCO SENCO	As required September annually	All pupils with a disability and the staff working alongside them are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including the school hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils	IT Subject Leader/SENCO	Ongoing and as required	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure there are accessible routes from the building that have wheelchair access and egress Egress routes visual checks	LA Health and Safety Team	Ongoing Weekly	All pupils with a disability, staff and visitors have safe egress

Access to the Curriculum - Statutory

Accessibility Outcome	Action to Ensure Outcome	Responsibility	Time Frame	Success Criteria
Ensure classroom support staff have specific training on disability and medical issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	SENCO	Ongoing	Raised confidence of support staff
Ensure all staff are aware of pupils with a disability curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	SENCO	As required	All staff are aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	IT Subject Leader	As required	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible	EVC/Class Teachers	As required	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek coaches with a specialism in disability to come into school Lead the Sports 4 All annual sporting competition enabling access to PE and sports for those children with a disability Sports Premium Funding utilised to ensure resources meet the needs of all pupils.	PE Co-ordinator	As required	All to have access to PE and be able to excel
Reflect identified areas of need in lesson planning and delivery	Incorporate Quality First Teaching into all planning Ongoing programme of staff training in disability awareness to reflect diverse	All teaching staff	Ongoing	Improved access to the curriculum for all pupils

	needs of students within the school and anticipatory duties			
To promote positive SEMH (social emotional mental health) through the curriculum for pupils	Weekly sessions with KS1 from MiniMe Mindfulness to support resilience and positive mental wellbeing We follow the Children's Health Project promoting mindfulness and healthy lifestyle Jigsaw – PSHE curriculum tool to support pupil wellbeing and positive relationships School Core Values and British Values promoting positive behaviour within the wider community Celebrate pupil achievement through assemblies and awards in recognition of positive contributions School Councils (Eco, E-Safety, Health Busters and School Council) to promote inclusivity and pupil voice Newsletters from Virgin care for parents and families sign posting them to support networks. SENCO signposts parents to Essex Child and Family Well-Being service for those parents that require additional support.	All staff	Ongoing	Pupil wellbeing is positive and support is implemented rapidly to address any concerns
Curriculum progress is tracked for all pupils, including those with a disability and/or those with economic pandemic related disadvantage	Regular communication between SENCO and Class Teacher. EHCP targets are updated termly. Engagement model to be used for specific children. Children to be assessed by the class teacher against their curriculum criteria. PPG funding will be used to support disadvantaged children to accelerate	Class Teacher and SENCO	Ongoing	Children with additional needs are making good progress.

	their progress and to review the curriculum to ensure it is meeting all children's needs.			
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Access to Written Information, Advice and Guidance - Statutory

Accessibility Outcome	Action to Ensure Outcome	Who responsible	Time Frame	Notes
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in simple English	School Office	During induction	All parents receive information in a form that they can easily access
	School office will support and help parents to access information and complete school forms	School Office	Ongoing	
	Ensure website and all documents accessible via the website can be accessed by the visually impaired	School Office	Ongoing	All parents understand the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment. Pictorial signs are displayed on all room doors showing photographs of the staff working in that area. Fire drill posters in pictorial format are displayed for children.	School Office	Ongoing	Communication
Annual review information and targets to be as accessible as possible	Develop child friendly one plans for children with EHCPs	SENCO	Ongoing	Staff more aware of pupils' preferred method of communication
Ensure that all staff and pupils with a learning disability have equal access to the curriculum and premises	Advocates will be able to support those with a learning need. The school office will support parents with learning needs regarding school communications.	SENCO	Ongoing	The school has a duty of care to safeguard the welfare of all staff and pupils and will arrange for advocates to help where required to ensure that all information is in a format that can be easily accessed

